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ABSTRACT

"Job shadows" offer young people a chance to investigate the world of work by spending time with adults in the community and experiencing the culture of the workplace. A job shadow gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers. This guidebook was designed to help program coordinators and teachers design and implement job shadows for students. A job shadow is a worksite experience, typically 3 to 6 hours, during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students complete written assignments before, during, and after the job shadow to help them understand and reflect on what they experience. When appropriate, students perform hands-on tasks at the work site. The guide offers suggestions to the program coordinator for creating the framework for job shadows--assessing students' interests, placing students at worksites, orienting partners, and handling logistical issues. It describes how teachers can structure learning during the job shadow and help students make a connection between what happens in school and at the workplace. The guide also includes fact sheets, classroom exercises, and sample forms. A glossary and index are included. The companion guidebook for students helps them structure their learning. It contains assignments that students complete before, during, and after the job shadow. (LMI)

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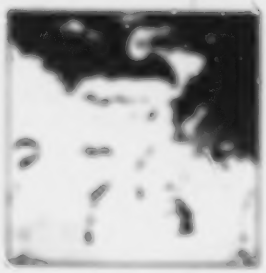
Preface

Job shadows offer young people a chance to investigate the world of work by spending time with adults in the community and experiencing the culture of the workplace. Through job shadows students think about the range of jobs around them and begin to connect what they learn in school with their own potential careers.

The Northwest Regional Educational Laboratory (NWREL) and Jobs for the Future (JFF) chose to collaborate on this product because both institutions are committed to expanding opportunities for all youth to make informed and meaningful career decisions, preparing youth for the demands of a changing workforce, fostering productive partnerships between schools and business, and using the community as a learning resource.



The Northwest Regional Educational Laboratory has a 30-year track record of providing research and development services addressing the needs of children, youth, and adults. While governed by a board of directors drawn from Alaska, Idaho, Montana, Oregon, and Washington, the Laboratory's leadership activities extend nationwide. Its Education and Work Program serves local and state organizations committed to building systems that serve all persons on their life and career journeys.

Jobs for the Future is a national, non-profit organization that conducts research, provides technical assistance, and proposes policy innovation on the interrelated issues of work and learning. Founded in 1983, JFF's goal is to encourage policies and practices that prepare all citizens for effective transitions between learning and work. JFF is one of the leading organizations in the country working to improve the school-to-career transition of all young people. For the past six years, JFF has worked at the local, state, and national levels to develop a new system for linking employers with schools and for placing all youth on career paths.

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- *Handbook for Implementing Job Shadowing*, Cabarrus County Schools, Concord, North Carolina
- Philadelphia City-wide Shadowing Day: Employers' Guide, One to One Philadelphia
- *School-to-Work Opportunities and the Fair Labor Standards Act*, U.S. Departments of Education and Labor's Office of School-to-Work Opportunities
- *Risk Management Workbook*, Sedgwick James of Oregon, Inc.

introduction

Welcome to the growing number of teachers and program coordinators working with businesses to offer job shadow experiences to students. By allowing students to observe and talk to adults on the job, job shadows give students a first-hand view of the skills and knowledge required in the world of work.

With its many ideas and resources, this guide will help you structure and implement job shadows that provide meaningful learning experiences for students at the workplace and in the classroom.

What is a job shadow?

A job shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students complete written assignments before, during, and after the job shadow to help them understand and reflect on what they see, hear, and learn at the workplace. When appropriate, students do hands-on tasks at the worksite.

Some students do only one job shadow in a year, but many programs are realizing that multiple job shadows help students better assess areas of career interest. Most schools use job shadows for seventh through 12th graders, but they can also be appropriate for younger students.

What is the purpose?

A job shadow gives a student a meaningful introduction to the world of work and provides a context for understanding the

connection between school and careers. Specifically, a job shadow helps a student accomplish the following:

- Begin to identify career interests
- Observe the daily routine of adult workers
- Gain an awareness of the academic, technical, and personal skills required by particular jobs
- Develop and apply communication skills by interacting with and interviewing workers
- Realize that different jobs are characterized by different work cultures and working environments
- Navigate the community by traveling to and from the job shadow site
- Begin to understand the connection between school, work, and achieving goals

How is learning structured for a job shadow?

Just sending students to a worksite for a job shadow is no guarantee that learning will occur; the experience has to be structured for students to make a connection between the worlds of school and work. The *Job Shadow Guide for Students*, a companion piece to this staff guide, is a tool to help structure student learning. The student guide is a collection of assignments that students complete before, during, and after the job shadow. Its purpose is to help students observe the work environment, recognize the application of academics on the job, analyze their interests and abilities, interact with adult workers, and reflect on their experience.

The *Job Shadow Guide for Students* is designed so that students complete assignments both at the worksite and at school. The assignments for the worksite help students look, listen, and ask questions to understand the skills and knowledge people use on the job. The in-school assignments help students reflect on their interests and connect these interests to classroom learning and their goals for the future.

For teachers, the student guide is a valuable resource for integrating the job shadow experience with learning at school. The completed assignments are a rich source of ideas for projects based on students' experiences and impressions of the world of work.

Although observation is the focus of a job shadow, students may do some hands-on learning while at the worksite. Because these activities can vary from one worksite to another, the *Job Shadow Guide for Students* does not include specific assignments regarding hands-on tasks. However, the fact sheet for job shadow hosts (page 40 of this guide) suggests ways active learning can be a part of a student's job shadow experience.

How does a job shadow fit with other work-based learning experiences?

Work-based learning integrates classroom instruction with structured worksite activities. This allows students to increase career awareness and gain occupational and employability skills while advancing their academic skills. Through work-based learning, the school and the workplace become resources for students to learn about careers, reflect on their interests, set personal goals, and develop the skills and knowledge needed for a productive future. Job shadows are one of many approaches to work-based learning; others include field trips, career explorations, internships, and extensive work-based learning.

Each type of work-based learning experience requires different amounts of time, planning, and commitment from partners. As one progresses along a continuum of work-based learning, such as the one pictured on the following page, the experience gradually becomes more intense. The student spends more time at the worksite and teacher and employer involvement increases. In addition, there are more occasions to connect what happens at work and school and more opportunities for students to assume responsibility for their own learning.

Compared to field trips, job shadows provide more opportunity for students to interact with adults, reflect on their interests, and engage in hands-on learning at the worksite. In this way, job shadows help students build a foundation for the decisionmaking,

Work-based Learning Continuum

Field Trip	Job Shadow	Career Exploration	Internship	Extensive Work-based Learning
1-3 hour tour of a workplace	3-4 hour experience during which students observe employees	10-30 hour experience during which students spend time one-on-one with workers and do hands-on activities	3-18 week experience during which students develop broad skills through hands-on learning and instruction, culminating in a product or presentation	3-12 month experience during which students gain specific technical skills, college credits, and/or certification through hands-on learning closely integrated with school-based activities

information processing, and employability skills they will need if they participate in more intense activities such as career exploration, internships, and extensive work-based learning.

No one form of work-based learning is more important than another. Each has value for students of different ages or at different stages of career development.

Who is involved?

Job shadows require the time, commitment, and collaboration of the following partners:

- **Students** are responsible for actively participating in school and worksite activities as well as reflecting on their interests and goals.

- **Teachers** help students reflect on their worksite experiences and make connections between school- and work-based learning.
- **Program coordinators** oversee the logistical details of placing students, orienting and providing support to participants, and serving as a single point of contact to help connect students' school and worksite experiences.
- **Employers** collaborate with school staff to offer learning opportunities at their worksite.
- **Job shadow hosts** (either employers or employees) provide opportunities for students to observe and ask questions about their daily routines and involve students in hands-on tasks.
- **Parents/guardians** support and encourage students involved with job shadows and advocate for work-based learning in the community.
- **Community partners** (such as representatives of the chamber of commerce, local unions, and professional organizations) provide job shadow experiences for students and recruit other businesses to participate.

What challenges can be expected?

Many challenges are associated with work-based learning, such as recruiting employers, coordinating school staff, addressing relevant insurance and liability issues, and marketing the program to the community. Two particular challenges in job shadows are scheduling and transportation.

Job shadows require students to be away from school for most or all of a school day. Determining a schedule for worksite visits requires balancing the needs and interests of students, teachers, and administrators with those of employers and employees. Schools approach this challenge in a variety of ways, including using block scheduling, split scheduling, and an extended day or school year to create greater flexibility for releasing students from the classroom. Most schools, regardless of their scheduling system, require students to get signed permission from their teachers before going out on job shadows.

Once it is decided when students will go on job shadows, it must be decided how they will travel to and from the worksite. The methods of transportation vary, often depending on the resources of the school and its goals for job shadows. Some schools shuttle students to and from worksites using buses or vans. Others encourage students to use public transportation to increase their sense of independence, responsibility, and community awareness. Students with a valid driver's license and proof of insurance are usually permitted to use their own cars.

Remember that scheduling and transportation are challenges, not barriers. Securing the collaborative support of school staff, parents/guardians, and employers is essential to addressing them. To manage the logistics of job shadows, most schools assign a person the role of program coordinator. The program coordinator can be anyone (such as a teacher, counselor, other school staff person, or staff person at an intermediary organization) who has good organizational skills and the ability to communicate effectively with business partners, teachers, students, and parents/guardians.

This product and others in the Connections series (see inside back cover) address some of the challenges associated with work-based learning. In addition to reading this material, it is advisable to contact other practitioners to discuss how they have structured their programs to address local challenges and issues.

about this guide

This guide will help program coordinators and teachers design and implement job shadows for students.

Sections of this guide

This guide is divided into five sections:

- *For the Program Coordinator* offers suggestions on creating the framework for job shadows: assessing students' interests, placing students at worksites, orienting partners, and handling logistical issues.
- *For the Teacher* describes how to structure learning during the job shadow and make a connection between what happens in school and at the worksite.
- *Useful Tools* includes fact sheets, classroom exercises, and sample forms (master copies of which are included in the *Forms* section of this guide). An arrow (➨) pointing to the margin indicates the name of a tool relevant to the topic about which you are reading. A page number indicates where to find the tool in this guide. The tools in this section can be photocopied for use in your program.
- *Glossary* includes definitions of key terms used throughout this guide, as well as other terms relevant to work-based learning.
- *Forms* includes master copies of the sample forms discussed in *Useful Tools*. You may photocopy the forms in this section for use in your program.

Schools vary in how they organize work-based learning activities. In one school the teacher and the program coordinator may be the same person; in another school, two or more people may share these responsibilities. The sections *For the Program Coordinator* and *For the Teacher* show the necessary steps involved in job shadows, but it is up to the school to decide who actually does what. In practice, it does not matter which person assumes what responsibilities, as long as all the essential program goals are accomplished.

While this guide will help you understand and plan job shadows, its primary purpose is to help you *implement* them. Therefore, as part of this guide you will also find the following resources:

- The *Job Shadow Guide for Students* contains ready-to-use assignments that structure students' learning before, during, and after their time at the worksite. The student guide is based on best-practice materials currently used by programs across the country. It can be used as is or tailored to meet your specific needs.
- Margin notes include comments from people involved in job shadows. These voices from the field will give you a feeling for what job shadows are all about.

Tailoring this guide to meet your needs

No single guide for job shadows can meet the needs of every school because every school is organized differently. For example, one school may have a single person acting as a coordinator; another may have a group of teachers taking on the responsibilities of that role. One school may use block-scheduling and assign a single lead teacher to review students' job shadow guides and connect school and worksite learning; another may have students in different classes working with teachers on individual integrated projects. One school may devote specific weeks to job shadows for all students; another may have students doing job shadows throughout the year.

It is impossible to prescribe a single way to do job shadows. This guide is a collection of suggestions on *what* should be done to implement a successful program; it is not a set of commandments on *how* to do it. As you design your program, tailor the resources in this guide to meet the needs of your school, staff, students, and community.

What this guide does not cover

A successful job shadow program requires the collaboration and participation of all partners—employers, school staff, students, and parents/guardians. Although recruiting partners is a challenge faced by all programs involved in work-based learning, it is not a topic covered in this guide. This guide assumes that you have already completed activities to build support for job shadows in your school and community. Before you can effectively apply the ideas and resources included here, you must already have commitment from all key partners.

Comprehensive information on securing the commitment of the business community can be found in the *Employer Recruitment and Orientation Guide*, another product in the Connections series. (See inside back cover.)

job shadow

for the program coordinator

Addressing basic program design issues

Some basic program design issues should be considered before organizing job shadows for students. For example, which students will participate? How many job shadows will they complete? When will job shadows occur? Answers to these kinds of questions will depend greatly on the goals of the program, the flexibility of the school's structure, and the commitment of school and community partners. To ensure a solid foundation for job shadows, keep the following in mind.

- **Determine the age of participating students**— Most schools use job shadows for students in the seventh through 12th grades; however, others have found that fifth- and sixth-graders also benefit from the opportunity to observe and interact with working adults in the community. Because there is no ideal age for doing job shadows, it is important to structure experiences that are age-appropriate. For example, younger students may lack the focus to spend a full day with their job shadow hosts and complete written assignments at the worksite. They may benefit more from half-day experiences during which they are exposed to a wide variety of departments and people, followed by time in the classroom to do written work with the help of a teacher. Older students, however, may be able to focus their attention and efforts during a full-day job shadow experience in which they complete written assignments and hands-on tasks while at the worksite to learn in greater detail about their host's job and industry.

- **Elect a system to schedule job shadow experiences**—Job shadows can involve an entire class, grade level, school, or district. Depending on your program, you may need to place anywhere from a dozen to several hundred students at worksites. Because each student spends at least three hours one-on-one with a job shadow host, designing an efficient scheduling system is important.

  You may elect to have all participating students do their job shadows at the same time. Some schools set aside a day or designate a particular week when all students visit worksites. This approach minimally disrupts the school schedule and creates time for teachers to plan activities to integrate learn-

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shadow

"My job shadow had a big effect on me. I still don't know what exactly I want to do for a job, but now I have more ideas about the kinds of things I could do."

—Student

"It—job shadow—is a chance to learn in the real world in a present way and not just from a book."

—Student

"Any business that's going to be successful has to work with the community. It's an obligation, but it's also in our best interest because if the the community is strong that is our [illegible]."

—[illegible]

"With job shadows, students are more willing to participate in [illegible] than do without partnerships with businesses or can't do that all on our own."

—[illegible]

ing at school and the worksite once students return to the classroom. A drawback, however, is that employers may not be able to accommodate students on the appointed day(s). This potentially narrows the pool of job shadow sites. An alternative is to send students out on job shadows at different times throughout the year. This allows greater flexibility in placing students at worksites, but presents challenges in terms of connecting students' experiences at the worksite to school activities because students complete job shadows at different times.

- **Determine how many students are placed at a single worksite**—Is it better to place a group of students with workers at a single company or to provide placements at a wide variety of businesses? There is no one right answer; the approach you choose will depend on the resources in your community and the goals of the program. For example, schools will sometimes form a partnership with a single employer to organize curriculum around a particular industry. With students observing various jobs at a single business, teachers are able to integrate all aspects of that industry into classroom activities using projects and thematic lessons that build on students' worksite experiences.

  However, even in communities with an employer willing and able to accommodate an entire class or grade, some schools opt to send students to a wide variety of employers. This can complicate the process of recruiting job shadow sites and placing students, but it allows each student to have a more individualized experience and exposes them to different work environments. As students reflect on and share their job shadow experiences with their peers, they collectively develop a more comprehensive picture of the world of work than if their job shadows had been in a single industry. This also provides teachers a wider range of information from which to draw connections between learning at work and in school.

- **Decide on a basic structure for the job shadow day**—Students will spend either part or all of a school day at their job shadow sites, but the basic structure of the day can vary. For

example, some schools arrange for students to go to work with their job shadow hosts in the morning, spend lunch at the worksite, and return to school in the afternoon. Others have students start the day at school and send them after lunch to spend the remainder of the day at the worksite. Whichever approach you choose, it is important to be consistent. Using a single model helps students, school staff, and the business community become accustomed to a routine way of doing things, which can help the program run smoothly over time.

"I thought being a veterinarian was all fun because you get to work with animals. But that I've done a job shadow at a vet's I see how much you need to know and how you have to think that when animals get sick."

—Student

page 61
student interest survey

Assessing student interests

Before going on a job shadow, students should complete an interest survey. The survey will help them begin thinking about what they do and don't like and will provide you with the information you need to place them at appropriate sites. How you use the interest survey depends on the structure of the job shadow program:

- **If students do only one job shadow**, the survey can be used to match them with a site that reflects their interest in a particular industry, hobby, or academic area. If they have only one opportunity to observe and interact with workers, the job shadow is a good chance for them to test what they thought they would enjoy against the realities of the world of work.

- **If students have the opportunity to complete multiple job shadows**, the interest survey can be used both as a tool to place students and as part of an ongoing self-assessment. Before each job shadow, students should review and possibly retake their interest surveys to track how their interests and self perceptions change or stay the same over time. Encourage students to explore not only industries, hobbies, or academic areas they enjoy, but also ones they would not have initially thought about trying. Learning about what you don't like is often as important a lesson as learning about what you do like.

Numerous published assessment instruments are available to measure interests, skills, aptitudes, work values, and career maturity. Some instruments are paper and pencil tests and others are on computer; some are based on state occupational data and others are more generic. For the purpose of job shadows, a simple interest survey, such as the one included with this guide or one you design yourself, is probably sufficient.

Placing students at worksites

Once students have assessed their interests, you can begin the process of placing them at worksites. In arranging job shadow placements, consider the following:

- **Identify the job shadow host**—The job shadow host is the person who works directly with the student. The host can be anyone at the workplace—from the chief executive officer to a frontline employee. In small businesses, it is possible that the person who decided the company would participate in job shadows will also be the job shadow host; however, in larger businesses this decisionmaker might recruit one or more employees to work with students. In either case, you need to know who is responsible for the student's learning at the worksite and how to contact that person.

- **Give students an opportunity to help decide on their placements**—Whenever possible, include students in the decision of where to go for their job shadows; this encourages them to take responsibility for their own learning. How active a role students play in the decisionmaking will depend on your time and resources. For example, by providing the necessary support—an interest survey, one-on-one discussion, and comprehensive written materials about each worksite—students can make informed decisions about job shadow sites. You can then either recruit employers to fit students' preferences or allow them to choose from a pool of pre-recruited employers. If you are unable to provide the time-intensive support necessary for students to choose their job shadows or if you prefer to assign them sites, the interest survey is a simple way to ensure that students have some input in the process. The survey gives an overview of students' likes and dislikes and is a way to include their ideas in the decision of where they go for job shadows.

- **Help students identify job characteristics that interest them**—Students often want to visit a worksite because it seems exciting or glamorous. With this narrow focus they risk missing interesting experiences. One way to help students begin to expand their view of the world of work is to help them articulate job characteristics they think they might

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"I wanted a job shadow with a computer animator, but they sent me to an architect instead. I wasn't happy at first, but it turned out great. They use computers for all sorts of things, like doing 3-dimensional models. I thought that shell was just for the movies."
–Student

"I liked seeing how people worked together to make something."
–Student

"The student's questions were very good. She showed more than expected maturity and interest. She was very pleasant and easy to talk to—did not sound by all the shell she put."
—Job shadow host

"I really didn't know how interested in engineering, but it did make me think about my future."
—Student

enjoy. For example, do they like to work indoors or outdoors? Dress formally or casually? Use advanced technology or simpler tools? Be in a fast-paced environment or in one that is relatively stress free? Work alone or as part of a team? Part of job shadows is not only to learn about *what* people do, but also *under what circumstances* they work. Students can experience working conditions and characteristics they like through job shadows, even if the job shadows are not in areas they think they are interested in pursuing as a career.

- **Consider the personality of the job shadow hosts**—The goal of job shadows is not only to expose students to the world of work, but to foster positive connections between students and adult workers. How students and their hosts get along is an essential element of the experience. For this reason, keep in mind what you know about the personalities of the student and the job shadow host when placing students or helping them choose worksites.

- **Be prepared to cope with students who are not satisfied with their job shadow placements**—Despite your best efforts, some students will be disappointed with their placements. Students often resist going to some worksites because they seem boring, and they may avoid others because they do not associate jobs in that career area with their gender or racial/ethnic background. Placing students at sites in which they may not initially express interest can help them challenge their own career interests and stereotypes, which are often influenced by television, movies, friends, and family. Try to convey to students that part of the purpose of doing job shadows is to have new experiences. If they strongly dislike a placement, explain that learning what they do not like can be as valuable a lesson as learning what they do like.

Handling logistical issues

Deciding where students go for their job shadows is an important first step in placing them at worksites. However, a number of other logistical issues must be settled before students can leave school grounds:

- **Identifying a worksite contact person** — The worksite contact is the liaison between the worksite and school. The responsibility of the contact person — who can be either the employer or a designated employee — is to help you coordinate the job shadow. For example, the worksite contact might help you plan the time and location of a group orientation session for job shadow hosts or troubleshoot any problems with students at the worksite.

- **Setting the date and time of the job shadow** — Job shadows require coordinating the schedules of students and job shadow hosts. After conferring with students about their class schedules and other activities, contact the hosts to set the date and time for each job shadow. A few days before the job shadow, either you or the student should call to confirm the arrangements. If students call, you should instruct them in proper phone etiquette and provide guidelines on the information they need to get during the conversation. The advantage of letting students make this follow-up call is that it helps build responsibility and confidence. When you initially schedule the job shadow, it is a good idea to let hosts know if a student will be calling back to confirm the arrangements.

- **Completing the parent/guardian consent form** — For students to leave school premises to participate in job shadows, they need the consent of a parent or guardian. A parent/guardian consent form should be completed, signed, and returned to you before the student begins the job shadow. In some schools a blanket agreement for activities off school grounds might suffice, but in others it will not; you will need to determine local requirements.

- **Completing the teacher consent form** — If students miss classes to be at the worksite, they need the signed permission of their teachers. Before the student begins the job shadow, each teacher whose class will be missed should receive a copy of the completed consent form, which includes the job

page 42
student phone script

page 43
parent/guardian
consent form

page 44
teacher
consent form

shadow schedule and the statement from the student agreeing to complete all job shadow requirements and missed class work.

"Just getting to my job shadow was a big deal. I had to catch a bus and walk a ways. I felt really good that I made it on time."
—student

- **Making transportation arrangements**—Once you know where students are going, you need to work with them to arrange transportation. Public transportation is the most common means. Some schools and employers provide van or bus service. Students who have valid driver's licenses and proof of insurance might drive themselves to the worksite.

  Many programs use transportation arrangements as an opportunity for students to practice information-processing and decisionmaking skills. For example, instead of telling students which public transportation lines to take or giving them driving directions, program coordinators help them research this information on their own by suggesting ways to get copies of local area maps, schedules, and fare information from public transportation bureaus. Making decisions about how to get to and from their sites is another way for students to take responsibility for their job shadows.

page 43
job shadow host evaluation form

- **Providing an evaluation form to the job shadow host**—When a student completes a job shadow, his or her host should evaluate the experience. It is a good idea to include the evaluation form in the materials you provide prior to the student's arrival.

page 45
insurance and liability fact sheet

- **Identifying insurance and liability issues**—Because students must be insured at school and work, insurance and liability issues arise any time students leave school premises to continue learning at the workplace. Liability issues generally fall into four categories: (1) injury occurring to the student while at the workplace, (2) injury occurring to the student while in transit to or from the workplace, (3) injury to patrons or employees of the workplace, and (4) damage to the employer's property.

  Note: For the school and employers to protect themselves from risks and liabilities, they must seek legal advice on this matter. While the paragraph above and the fact sheet on page 45 provide general guidelines for understanding relevant insurance and liability issues, ***they do not substitute for legal advice or local policy.***

Orienting students and parents/guardians

Orienting students and their parents/guardians on job shadows is essential to ensuring the success of the experience. For many students, this will be their first experience working with adults in the community. And for many parents/guardians, this will be the first they have heard of job shadows and the value of using resources outside the classroom to prepare students for a productive future.

An orientation session is an opportunity to explain job shadows and answer questions. The more students and their parents/guardians know about the process and the roles and responsibilities of partners, the more smoothly job shadows are likely to go. A face-to-face orientation is important for establishing clear communication. Elements of effective student and parent/guardian orientation include the following:

page 47
sample agenda: student and parent/guardian orientation

- **Review program basics**—Define what a job shadow is and list its purposes. Explain how students will observe what happens in the world of work, see how learning in school is used on the job, and meet interesting people in the community. Guide students and parents/guardians through the activities that take place before, during, and after the job shadow.

page 61
student and parent/guardian fact sheet

- **Describe program procedures**—Review the process of recruiting and selecting job shadow hosts, placing students at worksites, and arranging for transportation. Describe the recordkeeping materials—such as the parent/guardian consent form, teacher consent form, student interest survey—that are required.

- **Explain how the learning on a job shadow is structured**—Show students and parents/guardians a copy of the *Job Shadow Guide for Students* and explain the purpose and sequence of the activities students are expected to complete, including conducting an interview with the job shadow host, observing the application of specific skills, participating in reflection exercises, and writing a thank you letter.

- **Describe the roles and responsibilities of partners**—Review the expectations for each partner—students, parents/guardians, job shadow hosts, and school staff. Explain that in addition to encouraging students during their job shadows, parents/

page 51
roles and responsibilities of partners

guardians can be active supporters by volunteering to be job shadow hosts and/or advocating for the program in the community.

page 14
tips for succeeding at the worksite

page 15
student orientation sessions

- **Emphasize the importance of behaving professionally**—Remind students it is important to behave in a professional manner at the worksite. Students should adhere to all rules, policies, and safety procedures as they are explained by the job shadow host. They should also dress appropriately for the worksite they are visiting. Give students specific examples of do's and don't's so they have a clear understanding of what is expected of them.

- **Discuss the rules of the job shadow**—Review issues such as tardiness, absenteeism, and failure to complete the job shadow guide. Explain that as part of getting their teachers' consent to participate in job shadows, students have to sign a statement agreeing to complete all requirements of the job shadow and work from classes missed while they are at the worksite. Outline the consequences if students fail to adhere to all rules relevant to school and workplace activities.

- **Encourage students to be active learners**—Remind students that job shadows are a great opportunity to meet new people and explore careers in the community. Encourage students to make careful observations, be good listeners, ask questions, and request a chance to engage in some hands-on tasks during the job shadow.

- **Provide an information packet**—No matter how well you present information during the orientation, providing written materials for later reference is always helpful. An information packet should include items such as a program overview, a description of roles and responsibilities of all partners, relevant sample forms, the names and phone numbers of school staff, and a statement of policies and procedures. The tools highlighted on these pages can be used as part of the information packet you prepare for students and parents/guardians.

- **Allow time for questions**—Give students and parents/guardians a chance to ask questions, express their views, and engage in discussion.

Orienting job shadow hosts

Job shadow hosts—employers or employees working directly with students—need to be familiar with the objectives of the program to carry out their roles and responsibilities. You share basic information about the program when you initially recruit employers to participate in job shadows (a process described in detail in the *Employer Recruitment and Orientation Guide*, another product in the *Connection* series.) However, before the job shadow begins, job shadow hosts need to hear first-hand the purposes and expectations of the worksite experience.

Depending on the number and availability of people participating at a single business, you can arrange either one-on-one or group orientation sessions. A face-to-face presentation is preferable, but you can do an orientation over the phone. Essential elements of job shadow host orientations include the following:

► page 59
sample agendas
job shadow host orientation

- **Review program basics**—Define what a job shadow is, list its purposes, describe what students are expected to do, and suggest ways to structure the experience. Make job shadow hosts aware that students may ask questions about potentially sensitive issues, such as salary range and gender equity in the workplace. Hosts should be straightforward in their answers, but not feel obligated to answer questions they feel are inappropriate or that violate confidentiality policies.

► page 60
job shadow host
fact sheet

- **Describe program procedures**—Explain procedures such as recruiting and orienting students and matching them to worksites. Inform hosts that they will be asked to complete a brief evaluation of the job shadow experience.

► page 63
job shadow host
evaluation form

- **Describe the roles and responsibilities of partners**—Review what is expected of each program partner: students, parents/guardians, job shadow hosts, and school staff.

► page 51
roles and responsibilities
of partners

- **Present job shadows as part of broader learning goals**—Explain how a job shadow is part of a continuum of work-based learning. If possible, describe how job shadows fit into the learning goals of your school/district and are ultimately aimed at helping young people make career decisions that result in a productive workforce.

► page 64
work-based learning
continuum

- **Give tips on working with young people**—For many employers and employees, working with young people will

► page 65
fact sheet on youth

be a new experience. Job shadow hosts will appreciate any information you can provide on how to interact with students at the worksite and what to expect from adolescents.

page 69
insurance and liability
fact sheet

- **Review relevant insurance and liability issues**—Job shadow hosts need to know what to do if a student is injured during the job shadow. Discuss this issue in advance with the worksite contact or the employer and share the information during the orientation session. Job shadow hosts may also want to know about insurance and liability issues. Be prepared with information concerning your school's and school district's insurance and liability coverage.

page 67
child labor laws
fact sheet

- **Be prepared to address questions about child labor laws**—Advise job shadow hosts that child labor laws do not apply to job shadows as long as students are at the worksite to observe and engage in a few hands-on tasks, not to do productive work. Be prepared to provide job shadow hosts with information on child labor laws if they have questions about state and federal policies.

- **Prepare an information packet**—Providing written materials to which job shadow hosts can refer is always helpful. The information packet should include items such as a program overview, a description of roles and responsibilities of all partners, relevant forms, a statement of policies and procedures, and the name and phone number of the school contact person.

- **Allow time for questions**—When conducting an orientation session, allow time for job shadow hosts to raise questions and discuss issues. If possible, circulate a copy of your agenda before the session and let them add to and comment on items. The orientation is your chance to share information essential to the success of the job shadow; therefore, you want to be sure you are not overlooking issues job shadow hosts consider essential.

page 70
job shadow host group
orientation sessions

- **Make the orientation session interactive**—If you are able to organize a group orientation session, involve job shadow hosts in activities that help them reflect on their careers and interests, and understand the perspective of the young people with whom they will be working.

job shadow

for the teacher

Using the *Job Shadow Guide for Students*

Job shadows are meant to give students an introduction to the world of work and positive connections with adults in the community. These goals are not automatically achieved by virtue of students observing and talking with workers; the time students spend at the worksite must be well structured for the learning to be meaningful.

The Job Shadow Guide for Students provides a structure to help students prepare for, carry out, and reflect on their job shadows. The assignments in the guide help them observe, inquire about, and analyze different aspects of the job. The assignments also encourage students to make connections between the knowledge and skills required by different jobs and their own goals and interests.

The Job Shadow Guide for Students consists of assignments that students complete at all three stages of the job shadow process:

- *Before going to the worksite, students record the schedule and location of their job shadow, including any special instructions regarding transportation, dress codes, and safety gear. They can gather this information by talking to the program coordinator or the job shadow host (if they call to confirm the job shadow arrangements).*
- **During** *the job shadow, students complete an interview with their job shadow host, asking questions about the job, industry, and work environment. A second assignment asks students to observe the ways in which the job shadow host applies specific skills.*
- **After** *the job shadow, students reflect on their experience by summarizing their impressions of what they saw and did, and commenting on how it affected them. Finally, they write a thank you letter to their job shadow host.*

The Job Shadow Guide for Students takes only a few hours to complete and is designed so that students can work on it at the worksite and at school. Each assignment has a title, followed by simple instructions. In the upper corner of each page is a checked box telling students when they should complete each assignment—before, during, or after the

job shadow. At the end of each assignment is a statement highlighting the point of the exercise. (See pages 35 and 36 for sample pages).

The *Job Shadow Guide for Students* is a flexible tool. It can be used as is or tailored to your program. For example, for shorter job shadows (three hours), students could complete only the interview while at the worksite; after the job shadow they could do the assignment on observing workplace skills by recollecting the activities of their job shadow hosts. However, if students have longer job shadow experiences (six hours) you might want to supplement the *Job Shadow Guide for Students* with assignments of your own.

Keep in mind that the assignments in the guide have been designed for students in the seventh through 12th grades. If you are working with younger students you may need to adapt the materials.

Students can become so involved with the people and activities at the job shadow site that they forget to complete the written assignments in the guide. Remind students that the guide is an important learning tool and the primary means of recording what they see and do at the worksite.

Connecting the job shadow to learning at school

For students to get full benefit from their job shadow experience, it is necessary to connect what they see and do at the worksite to learning in the classroom. Three ways of doing this are creating projects, stressing SCANS skills, and using reflection activities.

- **Project-based learning** enables you, in collaboration with your students, to create projects organized around issues related to the job shadow. The *Job Shadow Guide for Students* is a source of project ideas because the assignments are a record of each student's experiences at the worksite. In reviewing the guide with students, help them identify questions, interests, and issues that can serve as project topics. Help your students connect those ideas with what they are learning in their classes. For example, a job shadow with the manager of a local restaurant might inspire a variety of projects:
  - One student, interested in health issues, might combine science and culinary arts to calculate the fat content of different foods and revise some of the restaurant's offerings to be more "heart smart."
  - Another student, interested in how businesses attract customers, might work with the English teacher to write advertising copy for the restaurant.
  - A group of social studies students could research the demographics of the neighborhood to suggest a menu and hours of operation best suited to community residents.

  No matter the topic, the best projects involve challenging tasks connected to aspects of the job shadow that are most interesting to the student. Projects should require students to investigate, discuss, and express ideas related to real-life issues they have witnessed or experienced as part of their job shadows. Connecting these issues to classroom activities offers new opportunities to motivate and engage students as active learners.

- **Secretary's Commission on Achieving Necessary Skills (SCANS)** identifies foundation skills (basic skills, thinking skills, and personal qualities) and competencies (ability to use resources, interpersonal skills, information, systems, and technology) considered essential for successful job perfor-

S

"It's very important with the level of learning that students have gotten from the job shadows and that they put work skills into the job. It was really neat to put my curriculum into what they were doing on the shadows. I enjoyed seeing the kids see math as practical and finding out it isn't just how learning but is something they can use in a positive way."
–Teacher

"What surprised me was how much English you need to become a success. Because to be a star you have to do things like read memos, fill out forms, and talk to customers."
–Student

mance. Many teachers involved with work-based learning are integrating the SCANS framework into the classroom.

The assignments in the *Job Shadow Guide for Students* incorporate many of the SCANS skills by requiring students to practice some and observe others as they are applied by adult workers. For example, to complete the assignments, students must use their reading and writing skills. They must also listen to and communicate with their host and other employees. Finally, to do a job shadow students must act responsibly, be sociable, exercise integrity, and manage their time and behavior to learn in an adult work setting. Because students spend a relatively short period of time at the workplace and do limited hands-on activities, they do not have the opportunity to develop and demonstrate all five SCANS competencies. However, the *Job Shadow Guide for Students* includes assignments to help students observe and ask about how workers use those competencies on the job. Pages 35 and 36 highlight how the SCANS competencies are addressed in the student guide.

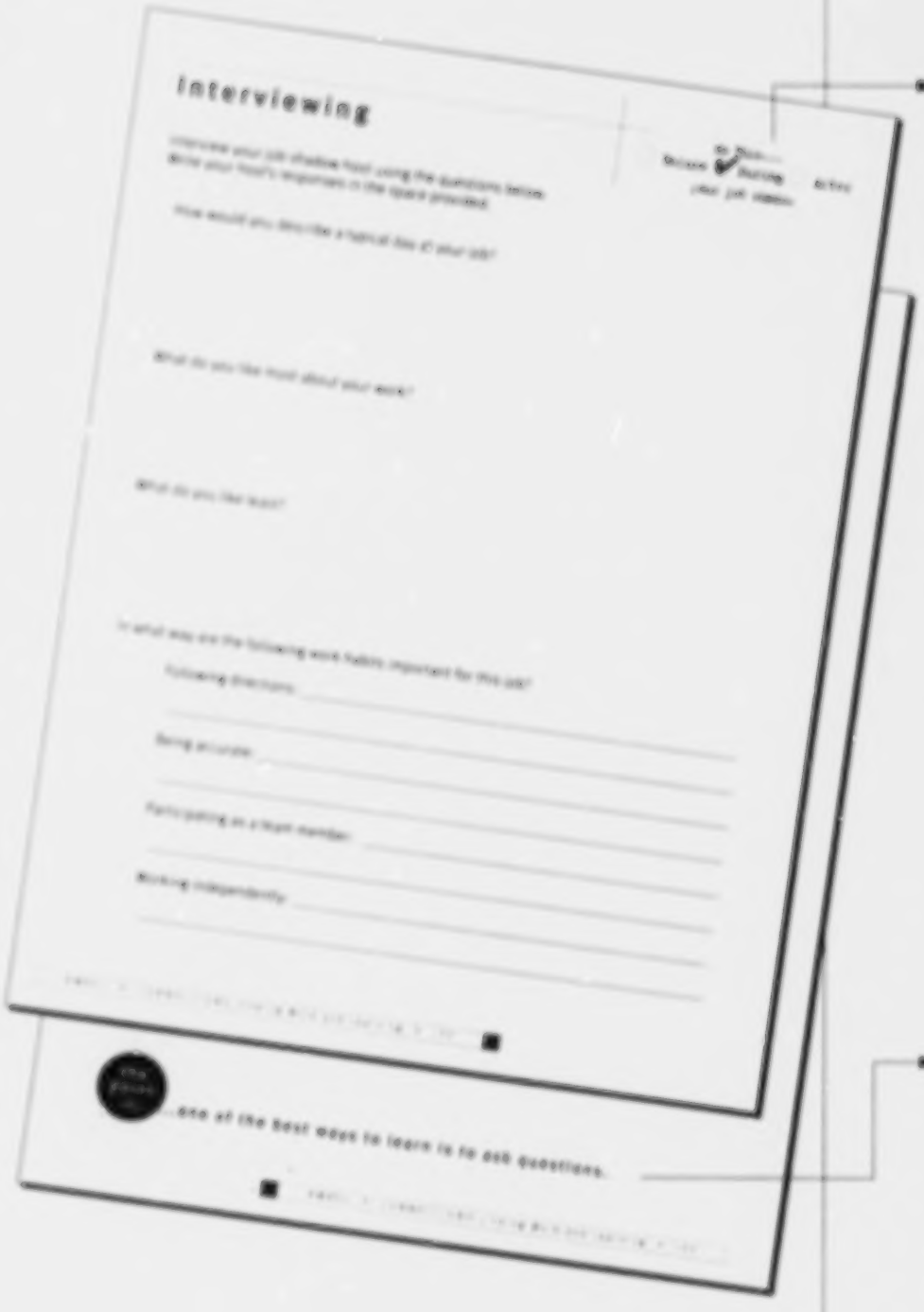
- **Reflection** exercises provide an opportunity for students to think critically and creatively about what they learned at the worksite and how it connects to what they learn in school. Included in the *Job Shadow Guide for Students* is a reflection form that asks students to record their impressions of their experience. Their ideas can be used as topics for more in-depth reflection activities such as group discussions, oral presentations, and journal writing. (See page 37 for more information on these activities.)

"Students appreciate the time to think and talk about their experiences. I am often amazed by their insights. I think sometimes they are too."

—Teacher

S

shadow



Each page of the student guide states when the assignment should be completed: before, during, or after the job shadow.

To conduct and record the interview, students must apply and observe a variety of SCANS foundation skills as they ask questions, listen carefully, communicate effectively both orally and in writing, and exercise appropriate responsibility and social skills.

At the end of each assignment is a sentence summarizing the point of the exercise.

S

shadow

Observing

Use an example of how you observed your job shadow host using the following skills as part of his or her work.

organizing

organizing

planning

reading

writing

math

science

art

listening

speaking

making decisions

thinking creatively

analyzing problems

using technology

cooperating with others

serving customers

...in every job people use many different kinds of skills.

All instructions are simple and to the point.

Examples give students a model of how to complete specific exercises.

Students will have opportunities to practice some, but not all, SCANS skills and competencies during the job shadow. The assignment on *Observing* helps students notice and understand how some of these competencies are used by their job shadow hosts.

Reflecting on the job shadow

Reflection is the process of thinking about and creating personal meaning from what a person is doing and learning. Structured reflection after the job shadow gives students a chance to internalize the experience and connect what goes on at the worksite to what happens at school. More importantly, through reflection students begin to understand better who they are and what they see—or do not see—in their future.

The Job Shadow Guide for Students includes reflection questions; however, you may choose to give additional reflection assignments such as the following:

- **Peer reflection sessions** *can be organized around personal topics (what students did or did not like about their job shadows, what surprised them, what they learned about themselves) as well as more general ones (diversity in the workplace, promotion and advancement, rights and responsibilities). Whether organized around personal or general topics, peer reflection sessions encourage students to articulate their thoughts and feelings about school, careers, and their future. Students can be grouped with students who had similar placements (at the same worksite or in the same industry) or with those who had very different experiences. By hearing ideas from their peers, students broaden their perspective on their own experience.*

- **Written assignments** *are a good way to encourage more individualized reflection. Reflective writing might include an editorial for the school newspaper about the connection between school and work, an informational brochure to recruit students, or a creative writing piece in which the main character has the same job as the student's job shadow host. Job shadows are also good subjects for journal assignments, especially regarding issues that might not otherwise surface through more public activities such as peer reflection sessions.*

- **Oral presentations** *are a formal way for students to share information about their job shadows. To prepare presentations, students reflect on their experience to organize ideas, write notes, and make visual displays. Oral presentations can be made for other students, parents/guardians, employers, or community members.*

S

page 73
group reflection sessions

"When we go back, we don't just talk about what we learned, like what new words we've learned, what ideas we learned that we didn't learn in school, and we come back and tell what it is in our classes."

—Student

useful tools

Student interest survey

Student Interest Survey

Before going on job shadows, students should complete an interest survey. The survey will help them begin thinking about their personal interests and will provide the basic information the program coordinator needs to place them at appropriate sites.

Students may not have a specific job site in mind. Questions about their hobbies, interests, favorite subjects in school, and reasons for doing a job shadow can help match students with worksites that have characteristics they find interesting.

A master copy of this tool is included in the *Forms* section of this guide.

BEST COPY AVAILABLE

T

Tools

Student phone script

Conversation cues, printed on stickers, give students specific directions on what to say and do during the conversation.

A reminder on leaving a proper phone message helps students provide the necessary information if they are unable to reach their job shadow hosts.

A master copy of this tool is included in the Forms section of this guide.

Parent/guardian consent form

Prior to sending the consent form home with the student, the program coordinator should fill in the date and time of the job shadow so that parents/guardians know exactly when their child will be at the employer.

Parents/guardians must give their consent if photos of their child, taken at the worksite or school, are used in promotional materials for the program.

A master copy of this tool is included in the *Forms* section of this guide.

BEST COPY AVAILABLE

T

tools

Teacher consent form

The job shadow schedule lets teachers see exactly when students will be at the worksite.

Students make a commitment to complete all job shadow requirements and class work missed while they are at the worksite.

All teachers whose classes are affected by the job shadow sign a single consent form. After all signatures are collected, each teacher should receive a copy for his or her records.

A master copy of this tool is included in the *Forms* section of this guide.

BEST COPY AVAILABLE

Insurance and liability fact sheet

Because students must be insured at school and work, insurance and liability issues arise any time students leave school premises to continue learning at the workplace. If students are participating in paid work-based learning experiences, they should be covered by the employer's workers' compensation insurance and liability policy. If, however, students are in unpaid work-based learning placements, insurance coverage and liability can rest with either the school or the employer, depending on the circumstances.

Liability issues generally fall into four categories: (1) injury occurring to the student while at the workplace, (2) injury occurring to the student while in transit to or from the workplace, (3) injury to patrons or employees of the workplace, and (4) damage to the employer's property.

For employers to protect themselves from risks and liabilities, they must seek legal advice on this matter. This fact sheet provides some general guidelines for understanding relevant insurance and liability issues; however, ***it does not substitute for legal advice or local policy.***

- **Injury to the student at the workplace**—Students involved in paid work-based learning experiences should be covered under the employer's workers' compensation insurance. This coverage affords the employer the same protection for students in paid positions as it does for full-time, regular employees.

  Students in unpaid experiences cannot be covered by the employer's workers' compensation plan; however, because students' learning activities off school premises generally are considered to be an extension of the school, they are usually protected by the school district's liability policies. However, as more and more students take advantage of unpaid learning opportunities in the community, many employers and school administrators now want students covered by special insurance policies and riders. To provide this coverage a school district can amend its workers' compensation insurance or purchase separate medical coverage; an employer can acquire a general liability policy.

  To avoid misunderstanding in the event of accident or injury, the employer and school contact should discuss all relevant

insurance and liability issues before students enter the workplace. The school contact should get in touch with the district insurance agent to determine specific provisions and call state and federal departments of labor to determine whether students are considered under the law to be in an employment relationship. The employer should also be prepared to discuss liability issues with a representative of his or her insurance carrier to make sure all necessary coverage is in place. The school district and employer should sign a written agreement specifying the terms—such as insurance requirements, hold harmless statements, responsibility for supervision, and subrogation rights—of the liability and coverage for students.

- **Transportation**—In general, liability for injuries or accidents during transit rests with the party responsible for transportation. For example, a student is responsible if he or she drives a personally owned car, the district is responsible if students travel by public transportation, and the employer is responsible if students are transported in a company-owned vehicle. There are, however, variations in different districts and states, making it necessary for the school contact, working with the employer, to determine the standards that apply locally.

- **Injury to patrons or employees of a business**—The employer and the school district are exposed to the possibility that students may cause injury to patrons or employees of the business. By extending its liability policy, a school district can usually provide coverage in the event a student injures someone at the workplace. Exposure to the employer can also occur, particularly if the employer has sole responsibility for training and/or supervising students.

- **Damage to the employer's property**—It is possible that either through accidental or intentional acts students will damage the employer's property. The employer's property insurance may provide coverage in such cases, but there will likely be deductibles, payment of which will need to be negotiated between the employer and the school district. Possible solutions are to have the students named on the school district's policy if it provides property damage coverage or to have the employer waive subrogation rights against the district, school, and students.

Sample agenda: student and parent/guardian orientation

I. Introduction

- What is a job shadow?
  - 3- to 6-hour worksite experience
  - One-on-one time observing daily routine of a worker
  - Structured with written assignments and reflection
- What are its goals and purposes?
  - Observing what happens in the "world of work"
  - Seeing how in-school learning is used on the job
  - Learning what skills are needed in different jobs
  - Meeting and talking to people in the community
- Who are involved and what do they do?
  - Key partners (students, parents/guardians, school staff, job shadow hosts)
  - Roles and responsibilities of partners

II. How do job shadows happen?

- Before the student goes to the worksite
  - Students and parents/guardians attend an orientation session
  - Students complete interest survey
  - Students obtain signed consent from parent/guardian and teacher(s)
- During the job shadow
  - Students complete written assignments
  - Students complete program evaluation
- After returning from the worksite
  - Students complete and discuss reflection form
  - Students write thank you letter to job shadow host

III. Things to remember while at the worksite

- The importance of professional behavior
  - Dress
  - Attitude
  - Following rules
- How to get the most out of the experience
  - Making careful observations
  - Listening and asking questions

IV. Questions and answers

T

tools

Student and parent/guardian fact sheet

What is a job shadow?

A job shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job, industry, and workplace. Students complete assignments before, during, and after the job shadow to help them understand and reflect on what they see, hear, and learn at the workplace.

Some students do only one job shadow in a year, but many programs are realizing that multiple job shadows help students better assess areas of career interests. Most schools use job shadows for students in the seventh through 12th grades, but they can also be appropriate for younger students.

What is the purpose?

A job shadow gives a student a meaningful introduction to the world of work and provides a context for understanding the connection between school and careers. Specifically, a job shadow helps a student accomplish the following:

- Begin to identify possible career interests
- Observe the daily routine of adult workers
- Gain an awareness of the academic, technical, and personal skills required by particular jobs
- Develop and apply communication skills by interacting with and interviewing workers
- Realize that different jobs are characterized by different work cultures and working environments
- Navigate the community by traveling to and from the job shadow worksite
- Understand the connection between school, work, and achieving goals

How is learning structured?

The Job Shadow Guide for Students is a tool to help structure student learning. The guide is a collection of assignments that students complete at school and the worksite before, during, and after the job shadow. Its purpose is to help students observe the work environment, recognize the application of academics on the job, and interact with employees. Teachers use exercises from the guide to connect what students do at the worksite with academic subjects they study in school.

Who is involved?

Job shadows require the active collaboration of the following people:

- **Students** *are responsible for actively participating in school and worksite activities as well as reflecting on their interests and goals.*
- **Teachers** *help students reflect on their worksite experiences and make connections between school- and work-based learning.*
- **Program coordinators** *oversee the logistical details of placing students, orienting and providing support to partners, and serving as a single point of contact to help connect students' school and worksite experiences.*
- **Employers** *collaborate with school staff to offer learning opportunities at their worksite.*
- **Job shadow hosts** *(either employers or employees) provide opportunities for students to observe and ask questions about their daily routines and involve students in hands-on tasks.*
- **Parents/guardians** *support and encourage students involved with job shadows and advocate for work-based learning in the community.*

Student and parent/guardian fact sheet cont.

- **Community partners** (such as representatives of the chamber of commerce, local unions, and professional organizations) provide job shadow experiences for students and recruit other businesses to participate.

What do students get out of the job shadow experience?

Job shadows introduce students to the world of work and give them greater confidence in their ability to succeed by showing them the diversity of career opportunities. Through job shadows, students also develop a clearer perspective on how work and school are connected. Seeing how basic academic skills are applied in the workplace gives students a greater sense of purpose for their school work and a vision of their future.

How are students matched with employers?

Students will either choose their worksite or be placed by the program coordinator. An effort is usually made to match students with hosts whose jobs interest them. The purpose of the job shadow is not to train for future jobs, but to try new things, challenge assumptions, and learn how to analyze what happens at work and connect it to what happens at school.

Will students fall behind in their classroom work?

To complete job shadows, students may miss scheduled classes. Before students are released from classes, they must first obtain their teachers' consent. They must also make arrangements for making up any classroom work missed during the experience.

Roles and responsibilities of partners

A job shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace. Some students do only one job shadow in a year, but many programs are realizing the benefits of multiple job shadows to help students better assess areas of career interests. Most schools use job shadows for students in the seventh through 12th grades.

- **Employer (owner, president, personnel manager, or designate)**
  - Identify a lead person to coordinate the job shadow(s)
  - Inform employees about job shadows and recruit job shadow hosts
  - Provide release time for employees to prepare to host students
  - Clarify legal rights, responsibilities, and liabilities with the school
  - Make accommodations for students with special needs
- **Job shadow host**
  - Attend a job shadow orientation session and/or review materials provided by the school
  - Discuss details of the job shadow—such as date, time, and special dress code—with the teacher/program coordinator
  - Review with the student all relevant health and safety issues, and provide safety gear if necessary
  - Help the student understand all aspects of your job by going through your daily routine and answering questions
  - Give the student a brief tour of the workplace and introduce him or her to other employees
  - Engage the student in some hands-on activities related to your daily work when appropriate
  - Be available to the student at all times

Roles and responsibilities of partners cont.

- Confirm a back-up person in the event an emergency takes you away from the student
- Complete an evaluation form upon conclusion of the job shadow

■ Student

- Attend an orientation session
- Participate actively in job shadow activities, asking questions, and paying close attention to what is said and demonstrated
- Complete any job shadow assignments given by the teacher as well as any missed class work
- Observe all safety rules
- Adhere to behavior guidelines established by the teacher/program coordinator and job shadow host
- Dress appropriately
- Have a parent or guardian sign a consent form
- Obtain a signed consent form from the teachers whose classes you will miss
- Participate in reflection exercises to think and talk about the job shadow
- Complete an evaluation form upon conclusion of the job shadow
- Write a letter thanking your job shadow host

■ Teacher/program coordinator

- Provide the student with background information on the company and its industry or have the student research it
- Prepare an orientation session and/or materials for the employer and participating employers

Roles and responsibilities of partners cont.

- Hold an orientation for students and parents/guardians to discuss the purpose and expectations of a job shadow
- Provide the student with job shadow assignments that include interview questions about the workplace
- Ensure that the student has his or her signed parent/guardian and teacher consent forms
- Clarify legal rights, responsibilities, and liabilities with the employer
- Arrange for transportation for the student to and from the worksite
- Integrate the student's worksite experience with learning at school
- Hold reflection sessions to allow students a chance to discuss what they saw and learned during the job shadow
- Assign the student to write a thank-you letter to the job shadow host

Parent/guardian

- Sign a consent form
- Encourage your child to be an active learner at the job shadow and to discuss what he or she saw and did at the worksite
- Help your child identify his or her skills and interests
- Volunteer as a job shadow host
- Recruit local employers, neighbors, and peers to be job shadow hosts
- Advocate for work-based learning in the community

Tips for succeeding in the workplace

Proper behavior at the workplace is important whether you're on a job shadow or a permanent employee. The following tips will help you have a successful experience at the worksite:

1. Be honest.
2. Have a positive attitude—be friendly, courteous, polite, and cooperative with workers and clients.
3. Be reliable and prompt.
4. Notify the appropriate supervisor (in your case, your job shadow host) when you are going to be late or absent.
5. If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.
6. Respond positively to constructive criticism.
7. Take responsibility for your actions.
8. Give your best effort at all times.
9. Challenge yourself to be a continuous, lifelong learner.
10. Always be open to change.

Student orientation exercises

The following exercises are examples of what you can do to provide an active introduction to job shadows. Your choice of activities will depend on your students and the setting. Most activities can be adapted for large or small groups and for use in a meeting room, classroom, or auditorium. If parents/guardians attend, encourage their participation and questions.

Exercise 1: Starting your future here

- **Goal:** To connect job shadowing with planning for the future
- **Strategy:** Visualization and group discussion
- **Step 1:** Tell the students they are going to visit their futures by closing their eyes and imagining themselves five years after graduation. Read the following paragraph, pausing occasionally to give the students time to visualize the scene.

  Imagine awakening on a beautiful spring morning five years after your high school graduation. You walk to your closet and open the door. What kind of clothes are you wearing to work? Do you work at home? If you go somewhere to work, what do you take with you? A musical instrument? A toolbox? A briefcase? What does your workplace look like? Who is the first person you see at work? The foreman? A receptionist? The owner? Are you the business owner? Do you work full time or part-time? What is the first thing you do on the job? Do you sit or stand? Do you work alone or in a team? Do you work indoors or outside? Do you attend meetings? Do you use a computer? Do you travel for your job? Do you supervise others? Do you interact with customers or clients? Do you produce a product? Sell a product? Provide a service? Do you teach others on the job? How do you feel at the end of your day? Tired? Happy? Satisfied?

- **Step 2:** When they have finished the visualization, ask for volunteers to share brief descriptions of how they imagined their future work days.

Student orientation exercises cont.

- Step 3: Now tell the group to imagine themselves only a few days in the future when they will be at their job shadow site. Referring to their visualization in Step 1, ask students to discuss what they might learn from the upcoming job shadow to help them clarify decisions about their future.

Exercise 2: Introductions and questions

- Goal: To learn greeting skills and to anticipate questions asked at the job site
- Strategy: Role-playing and brainstorming
- Step 1: Show how a person should introduce himself or herself in a business context: using proper names, shaking hands, making appropriate responses, maintaining eye contact, and offering important information. Assign partners and have the students take turns as student and job shadow host introducing themselves. (If parents/guardians are present and willing, ask them to act as job shadow hosts.)
- Step 2: Point out that introductions usually go smoothly but that there are sometimes minor variations or complications. Ask the students what they might do in the following cases:
  - They are introduced to someone they are likely to interact with during the day but do not hear his or her name
  - They are introduced to a room of people at one time
  - They are introduced to someone with a handicap or disability
- Step 3: Tell the students that during introductions they may be asked questions about themselves and why they are at the job site. Have them brainstorm and list questions they might be asked. Then have the students discuss appropriate answers to these questions.

Exercise 3: Asking questions

- **Goal:** To learn effective ways of asking questions
- **Strategy:** Brainstorming, working in pairs, group discussion
- **Step 1:** Have the students identify people who they believe conduct good interviews. These could include TV news reporters, talk show hosts, and sportscasters. Ask them to identify several characteristics of a good interviewer, giving specific examples such as putting the interviewee at ease, knowing something about the subject, asking open-ended questions, listening well, and asking follow-up questions.
- **Step 2:** Explain that asking the job shadow host questions (such as the ones found in the *Job Shadow Guide for Students*) can be the best way to obtain information about career possibilities. Have the students choose a partner and decide who will be the interviewer. Using the interviewing techniques they identified in Step 1, the interviewers *should* interview their partners on their hobbies or interests, their career plans, or their job, if they are working.
- **Step 3:** Have each pair report on the interview to the group. The interviewers should describe their partners' responses to their questions. The interviewers should describe how they felt during the interview. They might also suggest additional questions their interviewer could have asked to elicit more information.

Exercise 4: Handling uncomfortable situations at the worksite

- **Goal:** To learn to handle uncomfortable situations on the job
- **Strategy:** Role-playing and group discussion
- **Step 1:** Tell the students that they are going to practice handling uncomfortable situations on the job. Have the students form pairs. In each pair one student will be the "student," the other the job shadow host. Give each pair one of the following scenarios to role play for the group:
  - The student is interviewing the job host about his or her career. The host answers the first three questions cheerfully, but when asked the fourth question, says, "I really don't want to answer that."
  - The job shadow host shows the student how to do a task on the computer. The student gives it a try, hits the wrong key and the monitor goes blank. The host says it's okay, but seems a little annoyed.
  - The student sees an interesting piece of equipment and picks it up. The job shadow host tells the student that it is very expensive and should not be touched without permission.
  - The job shadow host is called away from the area. The student is left sitting alone with nothing to do.
  - The job shadow host is very friendly but explains the job in technical terms the student does not understand.
- **Step 2:** For each situation, have the group identify what made the student uncomfortable and discuss various suggestions for dealing with the situation. Have each pair re-enact its situation using one or more of the suggestions.

Sample agenda: job shadow host orientation

I. Introductions

- Who's who?
  - Job shadow hosts
  - Worksite contact person
  - School partners and other key contacts

II. Purpose and goals of job shadows

- What is a job shadow?
  - 3- to 6-hour worksite experience
  - One-on-one time observing daily routine of a worker
  - Structured experience with written assignments and reflection
- What do students get out of the experience?
  - Observe what happens in the "world of work"
  - See how in-school learning is used on the job
  - Learn what skills are needed in different jobs
  - Meet and talk to people in the community

III. How do job shadows happen?

- Before the student goes to the worksite
  - Hosts, students, and parents/guardians attend orientation
  - Students complete an interest survey and are placed at sites
- During the job shadow
  - Hosts give a tour of a typical day at their job
  - Hosts help students complete assignments (e.g., interview)
  - Hosts give students discrete hands-on tasks
- After returning from the worksite
  - Hosts complete an evaluation form
  - Students write thank you letters to job shadow hosts

IV. Helpful reminders

- Outside of school students may be shy or nervous
- A lack of student questions does not mean a lack of interest

V. Questions and answers

Job shadow host fact sheet

A job shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace. Some students do only one job shadow in a year, but many programs are realizing the benefit of multiple job shadows to help students better assess areas of career interest. Most schools use job shadows for students in the seventh through 12th grades.

What is the purpose?

A job shadow helps a student accomplish the following:

- Begin to identify possible career interests
- Observe the daily routine of adult workers
- Gain an awareness of the academic, technical, and personal skills required by particular jobs
- Develop and apply communication skills by interacting with and interviewing workers
- Realize that different jobs are characterized by different work cultures and working environments
- Navigate the community by traveling to and from the job shadow worksite
- Understand the connection between school, work, and achieving goals

What is my role?

As a job shadow host, do your regular daily work while talking about it with the student. Help the student understand how your job fits into the company by visiting other departments and describing how you work with other employees. If the student has job shadow assignments, allow him or her time to complete them.

What do I do?

For many students a job shadow is the first entry into the real world of work. Following are some suggestions to consider when you act as a job shadow host:

- **Be yourself.** This is essential. The student needs to see what the world of work is really like. Take him or her on a brief tour of your business, then just do what you would do on an average day. Throughout the job shadow, explain the skills, responsibilities, education, and training required by your job.

- **Engage the student in active learning.** If possible, let the student do some hands-on tasks related to your work, such as attending and taking minutes at a meeting, helping with a mailing, or doing a discrete task on the computer. The purpose is not to train the student, but to give him or her a feeling for some of the activities in your day. Non-work activities, such as eating lunch in the cafeteria or accompanying workers on a break, can also give the student a sense of the work environment.

- **Explain the important aspects of your work and how they relate to other jobs in the company.** Share insights about your work and how it fits in with the company as a whole. Why is your work important? How do other people influence your ability to do your job? Bring up these subjects as you walk through different departments, take phone calls, or attend meetings. As you introduce the student to co-workers, explain how your work relates to theirs.

- **Explain how the work of your company affects the local community.** Put the work of your business in the larger perspective of the community. What products or services does it provide local customers? What environmental concerns does the company have to be aware of? Does the workforce of the company reflect the demographics of the local community?

- **Answer the student's questions as best you can.** While at school, the student will prepare questions for the job shadow: "What kind of training would I need to do your job?" "What do you like most about your job?" "What kinds of equip-

ment do you use?" Be frank when answering the student's questions. If a question makes you uncomfortable or is inappropriate explain that you prefer not to answer. If it regards confidential matters, explain your company's policy on proprietary information. If you do not know the answer to something, suggest ways the student might research the answer.

- **Be patient.** For many students, going to a job shadow is the first time they independently leave the comfort zone of school. Being in a new setting around unfamiliar adults may make them more shy or nervous than they would ordinarily be. Be patient and supportive during the job shadow; listen carefully to what the student has to say and encourage him or her to ask questions.

- **Provide information requested by the school.** Generally, the school will want background information about you and your workplace before the job shadow and will ask you to evaluate the experience when it is over. Supplying this information is essential to maintaining and improving job shadow experiences for students, you, and other employers in the future.

Checklist

- ❑ Attend a job shadow orientation and/or review materials provided by the school
- ❑ Confirm the date and time of the job shadow
- ❑ Schedule the job shadow on a day when you are involved in a variety of activities
- ❑ Review all relevant health and safety issues, and provide all necessary safety gear; review all rules, regulations, and policies
- ❑ Arrange for a back-up job shadow host in the event an emergency takes you away from the student
- ❑ Allow the student time to complete required written assignments
- ❑ Complete any necessary forms, such as a job shadow profile and evaluation

Job shadow host evaluation

Job Shadow Host Evaluation

BEST COPY AVAILABLE

A master copy of this tool is included in the *Forms* section of this guide.

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tools

It is important to give job shadow hosts an opportunity to evaluate the experience they have had with students. The job shadow host's comments on the evaluation provides the program coordinator valuable feedback for improving the program and can also be used to build a data base of hosts who are interested in participating in future job shadows.

Questions about what the job shadow host gained from the experience provide an opportunity for reflection. Job shadow hosts often report that as the result of the experience they gained a new perspective on and appreciation for their job and workplace.

Work-based learning continuum

Job shadow is one of many work-based learning strategies. Work-based learning uses the workplace and its people as a resource for students to learn about careers, develop and practice academic and employability skills, discover personal interests, and begin to set personal goals. Work-based learning provides students an opportunity to interact with adult workers, observe and ask questions about careers, do hands-on activities, and reflect on the skills and knowledge needed to lead fulfilling lives. Most work-based learning takes place outside of the school; however, employers and employees can also work with students in the classroom.

Each type of work-based learning experience requires different amounts of time, effort, and collaboration from employers, students, and teachers. The continuum illustrated below shows a range of possibilities. The further you move along the continuum the longer the experience, the more time you and your employees invest in mentoring and supervising students, the higher the level of job skills learned by students, and the greater the integration of school- and work-based learning.

Work-based Learning Continuum

Field Trip	Job Shadow	Career Exploration	Internship	Extensive Work-based Learning
1–3 hour tour of a workplace	3–6 hour experience during which students observe employees	10–30 hour experience during which students spend time one-on-one with workers and do hands-on activities	3 or more week experience during which students develop broad skills through hands-on learning and instruction, culminating in a product or presentation	3–12 month experience during which students gain specific technical skills, college credits, and/or certification through hands-on learning closely integrated with school-based activities

Fact sheet on youth

Adolescence can be a turbulent time during which young people struggle to define their personalities and find their places in the world. While it is sometimes a challenge to work with adolescents, it is also very exciting and rewarding to be part of this period of rapid learning and personal growth. Adolescents involved in work-based learning demonstrate their ability to successfully take on adult responsibilities and meet real-world challenges.

While this fact sheet is not intended to be a primer on adolescent psychology, it does summarize some of the general characteristics that define adolescence.

- **Early adolescence (ages 12 to 15; grades seven to nine)**—As their minds and bodies go through rapid changes, young adolescents look for ways to understand the people they are becoming. In this time of emerging self-image, young adolescents can be characterized by the following traits:
  - Frequently uneasy about trying new experiences
  - Anxious for peer group approval
  - Eager for adult status and privileges but not adult responsibilities
  - Primarily focused on the present, rather than the future
  - Sometimes unable to concentrate for long periods of time
  - Prone to generalizing and making strong value judgments
  - Learning to socialize with adults; especially interested in displaying these traits to adults other than parents
- **Late adolescence (ages 16 to 18; grades 10 to 12)**—Late adolescence is a time when young people begin to define more clearly a sense of self and test their ideas and interests in the context of the adult world. For most it is a period of burgeoning independence. The following traits are characteristic of late adolescents:
  - Eager for opportunities to make decisions
  - Sometimes apt to challenge authority
  - Very interested in physical appearance (their standard, not necessarily an adult's)

Fact sheet on youth cont.

- Wanting independence and privileges but possibly having trouble with responsibility and personal discipline
- Feeling uneasy about their preparation for the future
- Trying out different values; beginning to build personal philosophies
- Highly sensitive to the reactions of adults and wanting respect, although they may feign indifference
- Likely to feel insecure in new settings with adults, though they may put on an air of confidence

Whether dealing with students in early or late adolescence, remember that work-based learning takes students out of the comfort zone of school. As a result, students may be shy or quiet until they become accustomed to being in the work environment, doing hands-on activities, and meeting and interacting with adults. Do not mistake reticence for lack of interest. Even if students stay in their shell for the duration of the work-based learning experience, they still gain a great deal just by having spent time at the workplace.

Child labor law fact sheet

The federal Fair Labor Standards Act (FLSA) protects the rights, safety, and well-being of young workers. The FLSA applies to students involved in work-based learning experiences if, under the law, they are considered to be in an employment relationship.

Child labor laws may differ at state and federal levels. When there is a discrepancy between federal and state regulations, the more stringent regulations applies. Employers should seek legal advice or consult federal and state wage and hour offices if there is a possibility students will be considered "employed" under the law. This fact sheet provides some general guidelines regarding when a learning experience is and is not considered employment; *however, it does not substitute for legal advice or local policy.*

- **Students *are exempt* from the *federal Fair Labor Standards Act* (FLSA)** when all of the following five criteria are met:

  1) The work-based learning experience has the following elements:

     - Includes planned job training or work experience appropriate to the student's ability, is coordinated with school-based learning, and leads to the award of a skill certificate
     - Encompasses a series of activities that build on one another, increasing in complexity and promoting the mastery of basic skills
     - Exposes students to "all aspects of the industry" and promotes the development of broad, transferable skills
     - Provides for real or simulated tasks or assignments that encourage students to develop higher-order critical thinking and problem-solving skills

     If some of these elements are not present, it is possible that a student might be considered in an employment relationship and subject to FLSA.

  2) The student receives ongoing instruction and supervision at the worksite, so that any productive work the student

performs is offset by the burden of the training and supervision the employer provides.

3) The placement of the student at the worksite for work-based learning does not result in the displacement of any regular employee.

4) The student is not entitled to a job at the completion of the work-based learning experience, although employers can offer employment if they so choose.

5) The student is not entitled to wages or other compensation for time spent during the work-based learning experience, although the student may receive a stipend for expenses such as books or tools.

Child labor laws do not apply if there is not an employment relationship; however, employers are encouraged to adhere to child labor laws with regard to hazardous conditions.

- Students are *subject* to the FLSA when all of the above listed criteria are not continuously met during a work-based learning experience. Students are then considered to be in an employment relationship. Students in an employment relationship are subject to standards and limitations according to their age. The following are guidelines for relevant FLSA issues:

  1) *Minimum age standards*—In general, students must be at least 14 years of age to be employed in nonfarm jobs. Fourteen- and 15-year-olds can work in nonfarm jobs, except in the 17 occupations considered by the U.S. Secretary of Labor as too hazardous for youth under the age of 18 and in selected other areas (e.g., cooking, construction, warehousing). Sixteen- and 17-year-olds may perform all nonfarm jobs except those included in the 17 hazardous occupations orders. For farm jobs, once teenagers reach age 16 they may perform the same agricultural work as an adult except in occupations that involve the agricultural hazardous orders. Students 16 years of age and older can be employed in any farm job. Federal Law defines persons who are at least 18 years old as adult workers.

2) *Time and hour restrictions*—FLSA limits the number of hours and the times of day a student 14 to 15 years of age can work in nonfarm jobs. Work must occur within the following limitations: outside school hours, no more than three hours on a school day, no more than 18 hours in a school week, no more than eight hours on a non-school day, no more than 40 hours in non-school weeks, and between 7 a.m. and 7 p.m. (or as late as 9 p.m. between June 1 and Labor Day). The only time-of-day and hour limits on 14- and 15-year-olds doing farm work are that employment be outside of school hours. Federal law does not limit the number of hours or time of day young people 16 years of age and older can work.

3) *Proof of age*—The FLSA requires employers to keep on file the date of birth of all employees under the age of 19. Employers are encouraged to obtain an official age certificate, such as a federal certificate of age or one issued by the state (often referred to as a work permit).

4) *Wages and stipends*—If a student is in an employment relationship and covered by FLSA, he or she must be paid no less than the federal minimum wage. If the student is also covered by state wage and hour statutes and there is a difference between state and federal regulations, the student must receive the higher of the two wages. Students are exempt from federal and state wage regulations if the school or business holds a subminimum wage certificate.

- **Health and safety**—Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act (OSHA) regulations that apply to the workplace also apply to the student. The school contact and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students.

Job shadow host group orientation exercises

The following activities will help make the job shadow host orientation engaging and meaningful. Select the activities that you feel will best serve your goals and the needs of your participants.

Exercise 1: Why are we here?

- Goal: To discuss reasons for hosting job shadows
- Strategy: Information-sharing in a large group

  Have each participant introduce himself or herself. In addition to giving their names and job titles, the participants should explain why they have volunteered to participate in a job shadow and what previous experience they have had with students.

Exercise 2: When I was ___ years old

- Goal: To think about the job shadow from the student's point of view
- Strategy: Information-sharing in a large group

  Have each participant introduce himself or herself. In addition to giving their names and job titles, they should tell a bit about what they were like when they were the age of the students who will be participating in the job shadows. Ask each of them what kind of school they went to and what they knew about the world of work at that time.

Exercise 3: Survey

- Goal: To reflect on different stages of career development
- Strategy: Individual surveys and group discussion

  Have each participant fill out the interest survey that students complete before the job shadow. First, instruct the

hosts to fill it out as if they were the age of the students who will be participating in the job shadows. Then ask the hosts to complete the survey a second time, this time answering the questions from their present, adult point of view. Discuss the similarities and differences in the two sets of responses.

Exercise 4: Succeeding in the workplace

- Goal: To help students understand how to succeed in the workplace
- Strategy: Small group brainstorming

Divide the participants into groups of four to six people. Assign each group at least two of the following tips for succeeding in the workplace from the suggested handout for student orientation sessions:

- Be honest.
- Have a positive attitude—be friendly, courteous, polite, and cooperative with workers and clients.
- Be reliable and prompt.
- Notify the appropriate supervisor when you are going to be late or absent.
- If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.
- Respond positively to constructive criticism.
- Take responsibility for your actions.
- Give your best effort at all times.
- Challenge yourself to be a continuous, lifelong learner.
- Always be open to change.

Depending on how many groups you have, you may need to assign more tips to each group to ensure they are all covered.

Have the groups brainstorm how each tip applies to the workplace. Have them focus on concrete examples from group members' jobs. Discuss what they can show or tell the students that would demonstrate the importance of each tip.

Exercise 5: Job Shadow Q&A

- **Goal:** To prepare job shadow hosts for the interview by students
- **Strategy:** Role-playing

Have the participants find a partner, then interview the partner using the questionnaire in the *Job Shadow Guide for Students*. Have them ask follow-up and clarifying questions as necessary. In the large group, discuss which questions were easily answered and which were more difficult. Have the group reflect on how easy or difficult this same activity would be for students interviewing them. Ask which questions could best be answered through hands-on experience or demonstration rather than an interview format. Stress the importance of active learning during the job shadow experience.

Exercise 6: Working with youth

- **Goal:** To determine effective strategies for working with youth
- **Strategy:** Small group activity

Divide the participants into groups of four to six. Have group members describe their biggest concerns about working with a youth for a day. The group should then work together to devise strategies to address the concerns. The focus should be on concrete actions a job shadow host can take. Ask the groups to identify what they're most looking forward to. Ask them to think about how they can best structure the time to accomplish their goals.

Group reflection exercises

Reflection exercises give students an opportunity to think about and articulate what they have learned during their job shadows. Through structured exercises and discussion, students build personal meaning from experience. Reflection can take place in various ways, one of which is a group meeting.

- **Exercise 1:** Ask the students to think back to the moment they arrived at their job shadow site and write down two or three words that described their feelings. Then ask them to remember the moment they completed the job shadow. This time have them write down two or three words that described their feelings as they left the job site. Ask them to compare the words describing their "before" and "after" feelings. Are they the same or different? Have them discuss what this mini-analysis of feelings could indicate about the particular job or worksite as a career possibility.

- **Exercise 2:** Have the students brainstorm the tools and/or equipment they observed at their job shadow sites. On a chalkboard or flip chart, list the various tools and equipment — for example, computers, calculators, hammers, wrenches, telephones, fax machines, typewriters, beepers, alarm systems, cash registers, photocopiers, x-ray machines, dry-erase boards, etc. When they have finished, ask the students to come to the board or chart and make an X next to any of the items they saw at their work sites. Determine the most frequently used equipment by counting the number of Xs next to each item. Is there equipment common to most of the job sites? Which tools or equipment do the students know how to use? Do the careers they envision for themselves require the use of specialized equipment? If they do not know how to use the equipment, how can they learn?

- **Exercise 3:** Ask the students to think about what they learned during their job shadow. Have them decide on the most interesting new piece of knowledge and complete the following sentence: "Before I did my job shadow, I did not know that _____." Have the students read their sentence aloud to the group and give an explanation of what they learned. When they are finished, have them consider what they learned during their classmates' explanations and

Group reflection exercises cont.

complete the following sentence: "Before listening to my classmates, I did not know that _____."

- **Exercise 4:** Have the students as a group or individually record their class schedule on the chalkboard or flip chart. Ask them to think about the tasks they saw performed by their job shadow host and others at the job site. Have them identify what they are learning in their various classes that could be used on the job. If necessary help them make connections between school and work by prompting them with the following kinds of questions: Did your host communicate with others on the job? Did you see your host read or write a note, memo, or letter? Did your host calculate numbers, make estimates, or explain ideas in scientific terms? Did your host follow oral or written instructions? Did your host's job require physical strength or coordination? Did you hear your host or others discussing politics, current events, or community issues? Did your host use a computer or other special equipment? When they finish have them explain which classes seem most relevant to their job shadow hosts' positions.

- **Exercise 5:** Ask the students to describe the work culture and/or environment of their job shadow site, including the general atmosphere and how people interacted with one another. They might approach their description by using comparisons, such as: "My worksite was as noisy as a carnival. People talked to each other in loud voices so they could be heard over the machinery. People called each other by nicknames and teased each other. Everyone seemed to be in a good mood." Have volunteers describe their sites to the group. Ask the students if they would want to participate in the kind of interactions they observed and go to work in the environments they visited. Ask how the work culture and job atmosphere could be important to making decisions about careers.

glossary

This glossary defines terms used in this guide as well as others relevant to work-based learning. Use it as a tool to help build a common understanding of work-based learning among all the partners who make it happen—students, parents or guardians, teachers, program coordinators, school administrators, employers, employees, union representatives, and other active members of your community.

All aspects of the industry. An approach to work-based learning that emphasizes broad, transferable knowledge of the workplace rather than job-specific skills. As originally defined by the Carl D. Perkins Vocational and Applied Technology Act, all aspects of the industry includes these eight components common in every industry or enterprise: (1) planning, (2) management, (3) finance, (4) technical and production skills, (5) underlying principles of technology, (6) labor issues, (7) community issues, and (8) health, safety, and environmental issues. Some programs using this all-aspects framework have added additional components, such as ethics, history, and economics.

Career. A career is the lifelong intersection of education and employment, as opposed to a single job at one moment in time. Making decisions that result in a satisfying career depends on applying accurate information about the labor market to one's own interests and values.

Career education. Career education is a lifelong process of investigating employment options and exploring, developing, and refining one's career interests and skills.

Career exploration. A worksite experience (typically 10 to 30 hours over the course of several days or weeks) during which the student observes and interacts with workers, participates in hands-on activities, and completes written assignments to learn about the skills and knowledge required at the workplace.

Competency-based education. A curriculum and instructional approach based on the demonstration of knowledge and skills.

Cooperative education. A paid work experience arranged and supervised by a school for which a student receives academic

credit and works toward an occupational goal.

Continuum of work-based learning. A progression of worksite experiences that range from field trip through extensive work-based learning. As the worksite experiences become increasingly complex, greater time and commitment are required from employers, teachers, and students.

Employability skills. Work habits, social skills, and attitudes valued by employers in any occupational area (e.g., responsibility, communication, initiative, teamwork, cooperation, attendance, organization, and flexibility).

Entry-level skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer.

Extensive work-based learning. A worksite experience (typically three to 12 months) during which a student progresses through a planned sequence of increasingly demanding activities integrated with academic learning to (1) learn entry-level job skills and (2) receive skill certification and/or postsecondary school credits.

Fair Labor Standards Act (FLSA). A federal law, originally enacted in 1938, that includes rules and regulations regarding child labor. The FLSA is applicable in every state; however, there are variations in state and federal child labor laws. If state and federal rules and regulations conflict, the stricter one applies.

Field trip. A worksite experience (typically one to three hours) during which a group of students, escorted by school staff, tours a business and speaks with workers.

Integrated curriculum. A way of organizing curriculum content so that academic learning and hands-on worksite experiences are linked to complement and reinforce each other.

Industry skill standards. Employer-defined and accepted levels of performance required for success in a particular occupation. Standards set by industries typically define core competencies and the related knowledge and skills integral to specific jobs.

Internship. A worksite experience (typically three to 18 weeks) during which a student completes a planned series of activities,

set of learning objectives, or project(s) designed to give a broad understanding of a business or occupational area. An internship culminates in a demonstration (product or presentation) of learning jointly evaluated by school and worksite staff.

Job shadow. A worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and workplace.

Mentor. A trusted, experienced, and interested individual who guides the development, education, and/or career of a younger or less experienced person. Many school districts recruit, train, and coordinate community volunteers to serve as both career and personal mentors for students.

Nontraditional occupations. Occupations in which representation of men or women has traditionally been less than 25 percent. For example, nontraditional occupations for women include auto mechanics and engineering; nontraditional occupations for men include nursing and secretarial work.

Occupational skills. The ability to perform tasks specific to a particular job. Occupational skills or job skills are sometimes contrasted with employability skills that are common to all jobs; for example, using a cash register is an occupational skill, while the ability to communicate well is an employability skill.

Occupational Safety and Health Administration (OSHA). A federal agency that develops and issues regulations concerning health and safety on the job; it conducts investigations and inspections to determine workplace compliance.

Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios to record educational outcomes and for assessment purposes.

Reflection. Activities and assignments that are designed to

(1) encourage students to analyze their learning experiences in the context of their interests, abilities, and values, (2) connect work with what they are learning in school, and (3) set meaningful personal and career goals. Reflection can be organized as group discussion, journal writing, role playing, or multi-media projects as well as any other activities which help students apply what they have learned to their own lives and future.

School-to-work transition. By restructuring education so that school-based learning is integrated with learning in the community, school-to-work (also called school-to-careers) increases opportunities for all students to identify and pursue their educational and career goals.

SCANS (Secretary's Commission on Achieving Necessary Skills). A 1991 federal report, *What Work Requires of Schools*, that identifies skills and competencies necessary for work readiness in any occupational area. The skills are divided into two categories: (1) foundation skills (basic skills, thinking skills, and personal qualities), and (2) workplace competencies (ability to productively use resources, interpersonal skills, information, systems, and technology).

Skill certification. Official confirmation that a student or worker can successfully perform a task to a set of accepted standards.

Transferable skills. Skills that are interchangeable among different jobs and workplaces. For example, the ability to handle cash is a skill transferable from restaurant cashier to bank teller; the ability to function well as a team member is transferable among most jobs and workplaces.

Work-based learning. A structured learning experience that integrates worksite experiences with classroom instruction. Through work-based learning students gain employability and occupational skills while applying and advancing their knowledge in academic areas.

Worksite contact person. The person at a worksite who coordinates work-based learning activities for students. This person's responsibilities may include (1) maintaining contact with school staff, (2) acting as a resource for other employees working with students, and (3) identifying the support necessary to provide a meaningful experience for students.

job shadow

forms

This section includes master copies of the sample forms discussed in the *Useful Tools* section.

Student Interest Survey

This survey is designed to gather information about you and your interests. It will be used by your school program coordinator to plan a job shadow experience for you.

Name: _____ School: _____

Grade: _____ ❑ Male ❑ Female

1. What are your favorite subjects in school?

2. What are your favorite sports and hobbies?

3. What careers or jobs seem interesting to you? List 6.

_____ _____

_____ _____

_____ _____

4. Have you done a job shadow before? ❑ Yes ❑ No

If yes, where?

5. Have you ever had a job? ❑ Yes ❑ No

If yes, what did you do?

6. Why do you want to do a job shadow?

Student Phone Script

Hello. May I speak with _____ (name of your job shadow host), please?

(When your job shadow host comes to the phone, say....) Hello, my name is _____. I am calling from _____ (name of your school) to confirm my job shadow on _____ (day of the week), _____ (month and date) from _____ (beginning time) to _____ (end time). Where should I meet you?

Thank you. I look forward to seeing you. Good bye.

If your job shadow host is not available, leave a message with a secretary or assistant, or on your job shadow host's voice mail. In your message give the same information written above and leave the number of the school office where your school program coordinator can be reached.

Parent/Guardian Consent Form

Your son or daughter will be participating in a job shadow. A job shadow is a worksite experience (typically three to six hours) during which a student spends supervised time at a workplace observing a worker, asking questions, and completing written assignments to learn about different jobs.

Permission to Participate in the Job Shadow

_____ _____ may participate in a job shadow, which
(student's name)

will take place at _____ on _____
(location) (day, month/date)

from _____ to _____.
(start time) (end time)

To be completed by the employer

Permission to Travel to Worksite

I grant permission for my son/daughter to travel by public transportation.

❑ Yes ❑ No

I grant permission for my son/daughter to travel using his/her own car. (Note: proof of insurance required.)

❑ Yes ❑ No

Photo Release

I grant permission to photograph my son/daughter while participating in the job shadow for program promotion and educational purposes.

❑ Yes ❑ No

Parent/Guardian Consent Form

Medical Authorization

Should it be necessary for my child to have medical treatment while participating in the job shadow, I hereby give the school district and/or worksite personnel permission to use their best judgment in obtaining medical service for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

❑ Yes ❑ No

Permission is also granted to release emergency contact/medical history to the attending physician, or to worksite personnel, if needed.

❑ Yes ❑ No

Student's name: _____

Date of birth: _____

Address: _____

Day-time phone for parent or guardian: ( ) _____

Contact other than parent or guardian: _____

Relation to student: _____

Phone: ( ) _____

Family doctor: ( ) _____

Phone: ( ) _____

Does your child require any special accommodations due to medical limitations, allergies, disabilities, dietary constraints, or other restrictions? Please explain any that are required.

_____

_____

_____

_____

_____ _____

Signature of Parent/Guardian Date

Teacher Consent Form

Student to complete

I, _____ (student's name) will participate in a job shadow, which will take place at _____ (location) on _____ (day, month, date)

from _____ (start time) to _____ (end time).

I understand that people outside of school are giving up valuable time to help me learn about their jobs. By signing below, I agree to complete all of the requirements of the job shadow and take responsibility for making up work in the classes I miss for my job shadow.

_____ Student's signature

_____ Date

Teacher(s) to complete

I authorize _____ *(name of student)* to be excused from my class to participate in a job shadow during the date and time indicated above. The student will be responsible for all make-up work and will complete it according to a schedule that I determine with him or her.

1. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
2. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
3. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____
4. Teacher's name: _____
   Dates/times of classes to be missed: _____
   Signature: _____

Job Shadow Host Evaluation

Thank you for hosting a job shadow! Please complete this brief evaluation of your experience so we can continue to improve our program.

Please rate the following on a scale of 1 to 6 (1 indicates that you strongly AGREE with the statement and 6 indicates that you strongly DISAGREE).

	Strongly Agree					Strongly Disagree
I was well prepared by school staff to be a host.	1	2	3	4	5	6
As the result of the job shadow, I gained a new perspective on my job.	1	2	3	4	5	6
I was at ease interacting with my student during the job shadow.	1	2	3	4	5	6
In my opinion, the job shadow was a worthwhile learning experience for the student.	1	2	3	4	5	6
I enjoyed the experience and would be willing to do it again.	1	2	3	4	5	6

For successful job shadows in the future:

How could we better support you throughout the experience?

How would you change the way you structure your day with the student?

Any additional comments?

Job Shadow Host Signature

Connections: Linking Work and Learning

This is a series of products designed to facilitate work-based learning so that youth make informed career choices and experience success in the world of work. Other products in the series include:

Employer Recruitment and Orientation Guide – Helps school staff develop and implement strategies to recruit and orient employers for providing work-based learning experiences for students. The guide includes 15 fact sheets, answering the questions most commonly asked by employers, that can be used for a variety of recruitment and orientation purposes.

Career Exploration Guide – Helps a student explore all aspects of a job/career over the course of several days at a worksite. A companion piece for staff outlines how to plan career explorations that are of maximum benefit to students.

Learning Site Analysis Form – Used collaboratively by school and worksite staff, this tool helps identify and analyze the learning potential of a worksite.

Integrated Learning Projects – Highlights how to design individual or group projects that integrate academic with work-based learning.

Survival Skills Guide – Provides strategies for identifying and teaching survival skills essential for independent living.

Community-based Learning: From A to Z – Gives a tour of key concepts and strategies intrinsic to making the community an extension of the classroom.

To order materials in this series, contact NWREL Document Reproduction Service at (800) 547-6339, ext. 539.

For information about related staff development workshops, contact NWREL Education and Work Program at (800) 547-6339, ext. 595 or (503) 275-9595.

This product is printed on recycled paper.

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shadow

Job Shadow Guide

For Students

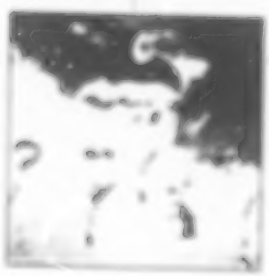
ED427793

CONNECTIONS
LINKING WORK AND LEARNING

What students say about job shadows

"My job shadow meant that I was responsible, that I got to learn about a job, and that people really care about giving you a chance to learn about what they do and about the future."

"I enjoyed almost everything about my job shadow. It wasn't boring like I thought it was going to be. I was always listening and trying to remember all the information my host and the other employees were giving me."



"It was great being able to talk to so many people and ask them about their jobs. They even gave advice about what I should do if I ever wanted to do their jobs."

"Job shadows help you see what you need to know to do different jobs. If you go on a job shadow and you don't like it, then you start to realize that maybe you aren't the type of person for the job. This way you get to see what it's really like before you make up your mind about what you want to do."

"After my job shadow I have a lot of respect for what it takes to run a business."

What is a job shadow?

A job shadow is a learning experience that takes place at a business in your community. It usually lasts from 3 to 6 hours.

During a job shadow, you follow a worker (called your "host") during a typical day and observe and ask questions about his or her work. You also complete written assignments that help you understand, think about, and record the things you see, hear, and learn.

Why are job shadows important?

Job shadows give you a chance to:

- Begin to identify career interests
- Observe the daily routine of workers
- Learn about the academic, technical, and personal skills required by particular jobs
- Practice communication skills by interacting with workers
- Realize that different jobs are characterized by different work cultures and working environments
- Navigate the community by traveling to and from the job shadow location
- Understand the connection between school, work, and your goals for the future

How do you make job shadows happen?

To make your job shadow happen, you should complete the following steps:

- ❑ Complete an interest survey
- ❑ Get matched with a job shadow host
- ❑ Confirm your job shadow schedule
- ❑ Attend an orientation session
- ❑ Arrange your job shadow schedule with your host and school
- ❑ Have a parent or guardian sign a release form
- ❑ Have your teacher(s) sign a release form
- ❑ Complete this job shadow guide
- ❑ Write a thank-you letter to your job shadow host
- ❑ Give this completed guide to your teacher to evaluate and sign

Do This...

✔ Before ☐ During ☐ After your job shadow

Getting started

Complete this page with the help of your program coordinator before going to your job shadow site.

Your Name: _____

Job Shadow Host's Name: _____

Date of Job Shadow: _____

Starting Time: _____

Finishing Time: _____

Job Shadow Site: _____

Site Address: _____

_____

Site Phone Number: _____

Directions to Site: _____

_____

_____

Transportation Arrangements: _____

_____

Special Instructions (dress code, safety gear, etc.): _____

_____

_____

_____

the point is... ...prepare for your job shadow by acquiring important information.

Interviewing

Do This...
Before ✔ During After
your job shadow

Interview your job shadow host using the questions below.
Write your host's responses in the space provided.

How would you describe a typical day at your job?

What do you like most about your work?

What do you like least?

In what way are the following work habits important for this job?

Following directions: _____

_____

Being accurate: _____

_____

Participating as a team member: _____

_____

Working independently: _____

_____

Do This...

☐ Before ✔ During ☐ After your job shadow

Interviewing . . . cont.

What education and training do you need for this job?

What subjects should I study in school to prepare for this job?

What is the salary range for this job?

How would you describe the people who work here in terms of their age, gender, and racial/ethnic backgrounds?

How has technology affected this job?

How do you think this job will change in the next five years? The next 10?

the point is... ...one of the best ways to learn is to ask questions.

Observing

Do This...
Before ✔ During After
your job shadow

Give an example of how you observe your job shadow host using the following skills as part of his or her work.

Example organizing *Construction foreman coordinates delivery of concrete and other supplies*

organizing _____

planning _____

reading _____

writing _____

math _____

science _____

art _____

listening _____

speaking _____

making decisions _____

thinking creatively _____

analyzing problems _____

using technology _____

cooperating with others _____

serving customers _____

the point is... ...in every job people use many different kinds of skills.

Do This...

☐ Before ☐ During ✔ After

your job shadow

Reflecting

Reflect on your experience at the worksite by answering the following questions.

Describe the worksite you visited.

What was something that surprised you about your job shadow?

What kind of activities did you observe during your job shadow?

What were the three most interesting things about your job shadow?

What did you like most about your job shadow?

Would you like to pursue this career? Why?

List two new things you learned about this job that you didn't know before.

the point is...

...thinking back on any experience helps you learn about yourself.

Thanking

Do This...
☐ Before ☐ During ✔ After
your job shadow

Thank you letters are an important professional courtesy. Telling people how much you appreciate their efforts makes them feel good about what they do. It also makes a good impression on them.

Using the model below, draft a thank you letter to your job shadow host.

_____	Date (month, day, year)
_____	Job Shadow Host's Name, Title
_____	Name of Company
_____	Street Address
_____	Suite, Floor, or Room Number
_____	City, State, Zip Code
Dear _____:	Dear Mr. or Ms. (host's last name):
_____	Paragraph 1 – Thank your host for the opportunity to do the job shadow
_____	Paragraph 2 – Describe some of the things you learned as a result of the job shadow
_____	Paragraph 3 – Add any additional comments you have
Sincerely,	Sincerely,
_____	Sign your name

the point is... **...thank the people who take time to work with you.**

Do This...

☐ Before ☐ During ✔ After

your job shadow

Evaluating

Congratulations on completing your job shadow! Let us know what you thought about it. Rate the following on a scale of 1 to 6 (1 means that you strongly AGREE with the statement and 6 means you strongly DISAGREE with it).

	Strongly Agree					Strongly Disagree
My job shadow helped me think about career options	1	2	3	4	5	6
I learned what the general expectations are for being a good employee	1	2	3	4	5	6
I learned what skills are needed to perform my host's job	1	2	3	4	5	6
My host was helpful and informative during my job shadow	1	2	3	4	5	6
I enjoyed my job shadow	1	2	3	4	5	6
My job shadow helped me see how school is important to my future plans	1	2	3	4	5	6

For future job shadowers

How could the job shadow experience be improved?

Would you recommend the job shadow experience to other students? Why or why not?

Any additional comments?

...your evaluation will help us improve future job shadows.

Wrapping up

In This...
☐ Before ☐ During ✔ After
your job shadow

To the student: Based on the job shadow you just completed, check the statement below that best describes how you feel.

If I could do another job shadow,

- ❑ I would like it to be a different job in this same industry.
- ❑ I would like it to be the same job in a different industry.
- ❑ I would like it to be a different job in a different industry.

If I could, I would like to return to my job shadow site for a longer period of time to learn more about this job and the industry:

❑ Yes ❑ No

To the teacher: Please check one of the following statements. Sign and date upon successful completion of the entire guide.

- ❑ This job shadow guide has been satisfactorily completed.
- ❑ This job shadow guide has not been satisfactorily completed.

The following needs to be completed or supplied:

_____

_____

_____

_____

_____

_____

_____

Teacher signature: _____ Date: _____

Notes...

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